

BRUNSON ELEMENTARY

PO Box 130/34 College St.
Brunson, South Carolina 29911

GRADES PK-6 Elementary School

ENROLLMENT 155 Students

PRINCIPAL Rose Ann B. Mixson 803-632-2531

SUPERINTENDENT Dr. Terry O. Pruitt 803-943-4576

BOARD CHAIR Mr. Eugene Jenkins, Jr. 803-943-0547

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	43	2	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Excellent	N/A
2003	Good	Unsatisfactory	No
2004	Average	Good	Yes

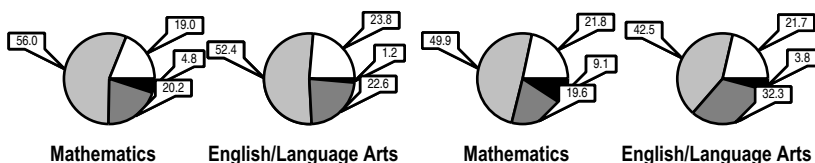
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	84	100.0	23.8	52.4	22.6	1.2	35.7	Yes	Yes
Gender									
Male	42	100.0	26.2	57.1	16.7	0.0	28.6		
Female	42	100.0	21.4	47.6	28.6	2.4	42.9		
Racial/Ethnic Group									
White	48	100.0	6.3	56.3	37.5	0.0	54.2	Yes	Yes
African-American	36	100.0	47.2	47.2	2.8	2.8	11.1	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	80	100.0	21.3	53.8	23.8	1.3	37.5		
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	84	100.0	23.8	52.4	22.6	1.2	35.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	84	100.0	23.8	52.4	22.6	1.2	35.7		
Socio-Economic Status									
Subsidized meals	52	100.0	28.8	55.8	15.4	0.0	28.8	Yes	Yes
Full-pay meals	32	100.0	15.6	46.9	34.4	3.1	46.9		

Mathematics - State Performance Objective = 15.5%									
All Students	84	100.0	19.0	56.0	20.2	4.8	40.5	Yes	Yes
Gender									
Male	42	100.0	19.0	52.4	21.4	7.1	42.9		
Female	42	100.0	19.0	59.5	19.0	2.4	38.1		
Racial/Ethnic Group									
White	48	100.0	2.1	62.5	29.2	6.3	56.3	Yes	Yes
African-American	36	100.0	41.7	47.2	8.3	2.8	19.4	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	80	100.0	17.5	56.3	21.3	5.0	42.5		
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	84	100.0	19.0	56.0	20.2	4.8	40.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	84	100.0	19.0	56.0	20.2	4.8	40.5		
Socio-Economic Status									
Subsidized meals	52	100.0	26.9	53.8	17.3	1.9	32.7	Yes	Yes
Full-pay meals	32	100.0	6.3	59.4	25.0	9.4	53.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	22	100.0	10.0	60.0	30.0	N/A	30.0
	Grade 4	32	96.9	28.6	50.0	21.4	N/A	21.4
	Grade 5	18	100.0	35.7	64.3	N/A	N/A	N/A
	Grade 6	31	100.0	20.0	43.3	26.7	10.0	36.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	20	100.0	30.0	40.0	30.0	N/A	30.0
	Grade 4	22	100.0	18.2	68.2	13.6	N/A	13.6
	Grade 5	27	100.0	14.8	55.6	25.9	3.7	29.6
	Grade 6	15	100.0	40.0	40.0	20.0	N/A	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	22	100.0	15.0	80.0	5.0	N/A	5.0
	Grade 4	32	100.0	31.0	44.8	17.2	6.9	24.1
	Grade 5	18	100.0	14.3	78.6	7.1	N/A	7.1
	Grade 6	31	100.0	6.7	46.7	20.0	26.7	46.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	20	100.0	30.0	45.0	25.0	N/A	25.0
	Grade 4	22	100.0	18.2	59.1	22.7	N/A	22.7
	Grade 5	27	100.0	14.8	59.3	14.8	11.1	25.9
	Grade 6	15	100.0	13.3	60.0	20.0	6.7	26.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 155)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	Down from 2.8%	2.9%	2.7%
Attendance rate	96.8%	Down from 96.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	3.4%	Down from 7.6%	12.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.4%	Up from 2.2%	9.3%	8.2%
Older than usual for grade	0.6%	Down from 3.9%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 10)				
Teachers with advanced degrees	60.0%	Up from 54.5%	48.9%	51.4%
Continuing contract teachers	100.0%	No change	89.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	77.5%	Up from 76.3%	86.5%	86.7%
Teacher attendance rate	97.6%	Up from 96.3%	94.4%	94.9%
Average teacher salary	\$42,236	Up 6.1%	\$40,260	\$40,760
Prof. development days/teacher	8.7 days	Up from 8.0 days	12.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 19.7 to 1	19.0 to 1	18.9 to 1
Prime instructional time	93.0%	Up from 91.6%	89.4%	90.0%
Dollars spent per pupil*	\$6,410	Up 16.5%	\$5,727	\$6,044
Percent of expenditures for teacher salaries*	66.0%	Down from 66.1%	66.0%	65.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a year of learning for the staff and children at Brunson Elementary School. The staff worked very hard to meet the rigid requirements of the "No Child Left Behind" legislation. We also implemented new techniques to meet state standards. The children worked extremely hard to meet the challenges as well.

The staff participated in classes, seminars, trainings, workshops, and conferences to improve their skills. Classes were departmentalized and teachers planned lessons together to assure the students were receiving consistent instruction between and across grade levels. We also examined a variety of data to make sure we were meeting all the needs of our children. This was accomplished through our implementation of Standards in Practice and Curriculum Calibration.

Our children excelled academically as well as artistically. Many of our fifth graders are researching the history of schools in the area. They are interviewing seniors in the community and writing down the oral history. This two-year project will be the third in a series of books on local history published by our children. Seven of our students placed first in the local science fair and were invited to participate in the CSRA Science and Engineering Fair. All of our students participated in plays and musicals and our chorus and band entertained in the community.

Through grants and the help of our business partners, we were able to host two artists-in-residence, which provided our children with new and exciting ways to learn. Our business community has also provided incentives for our honor roll and Reading Counts awards, as well as helping to sponsor our Authors' Teas. Grants were also used to purchase books for our library, extend our Reading Counts program and fund staff development.

Our PTO and School Improvement Council have been very active this year. Through their efforts and those of community and parent volunteers, many improvements have been made in and around our school.

We were honored this year to be designated as an Arts Based school. We were also named one of the top thirty schools in South Carolina by the Education Oversight Committee. In May, we were named a Red Carpet School by the State Department of Education, one of our bus drivers was named District Driver of the Year and the principal was named District Principal of the Year. Two of our teachers attained National Board Certification and for the third year in a row, a Brunson teacher has been named District Teacher of the Year.

Brunson Elementary is a small rural school, but there are many wonderful things taking place here. We appreciate the community's support and look forward to more great things in the 2004-2005 school year.

Rose B. Mixson, Principal
Gina M. Altman, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	11	15	12
Percent satisfied with learning environment	90.0%	100.0%	91.7%
Percent satisfied with social and physical environment	90.9%	93.3%	83.3%
Percent satisfied with home-school relations	45.5%	80.0%	90.9%

*Only students at the highest elementary school grade level at this school and their parents were included.